**I DONT UNDERSTAND ...**

Begin the poem with "I don't understand..."  List three things you do not understand about the world or people. Name the thing you do not understand most of all.  End the poem with an example of something you DO understand.

Student Example:

**I DON'T UNDERSTAND...**

I don't understand  
   why people dislike me  
   why people can't get along  
   why dogs are colorblind and cats aren't

But most of all  
   why people are prejudiced  
   why people must move away  
   why people argue over stupid stuff  
   why there is wars

What I understand most is  
   why trees grow  
   why birds chirp  
   why the suns shines  
   why the car goes.  
---Anita Pepper (Grade 10)

# Just Because...

**Just Because... poems ask you to describe yourself in the first line of the poem.  The next three lines in each stanza tell what you are NOT.  The final line restates the first line and adds a tag directing the reader to do something.**

**Student Examples:**

**Just because I'm scared  
   Don't laugh and giggle behind my head  
   Don't kid and play when I'm not there  
   Still ask me because I might play  
Just because I'm scared  
   It doesn't mean I can't do it  
   It doesn't give you the right to talk about me  
   It doesn't stop me from having fun  
Just because I'm scared  
   Still tell me everything you did  
   Can't wait until I get big  
Just because I'm scared -- please try to be my friend**---Brandon Womack (Grade 10)

**Just because I'm an only child  
   I'm not a freak  
   I'm not shy  
Just because I'm an only child  
   I'm not lonely  
   I'm not selfish  
   I'm not spoiled  
Just because I'm an only child  
   I know I'm not perfect  
   I can't always be the best friend  
   I'm not a nerd  
Just because I'm an only child -- let me be me.**---Liz Webster (Grade 9)

# I Am...

Line:   
#1.  I am

#2.  Three nouns about which you have strong feelings; begin each with a capital

letter.

#3.  A complete sentence about two things that you like.

#4.  Three nouns that describe what you like to see in other people; end with "are

important to me." Capitalize each noun.

#5.  A sentence containing a positive thought or feeling; it can tell what you find

acceptable in yourself.

#6.-#7.  Sentences in which you show something negative in yourself or others,

however, the sentences must end by showing that out of something BAD can come GOOD.  Use the word "but" to link the bad and good.

#8.-#9.-#10.  Each line is a short sentence relating something about which you

have strong feelings--likes or dislikes.  They do not have to relate to each other, or to the previous lines you have written.

#11.  End with "This is me" or "I am."

***Student Example:***

I am  
Life, Hope, Living  
I care very much about the world and life on it.  
Honesty is important to me.  
Optimism is important to me.  
Unselfishness is important to me.  
Hospitality is a good thing.  
Meanness is bad, but can be good to get people  
off your back.  
The world is getting weaker.  
The longer the days the more beautiful they are.  
People are too negative.  
I am.

--Liz Webster (Grade 9)

**I Am...(version #2):**

**I Am...(version #2):**

1st Stanza

I am (two special characteristics you have)  
I wonder (something you are actually curious about)  
I hear (an imaginary sound)  
I see (an imaginary sight)  
I want (an actual desire)  
I am (the first line of the poem is repeated)

Stanza 2

I pretend (something you really pretend to do)  
I feel (a feeling about something imaginary)  
I touch (something you imagine you touch)  
I worry (a worry that is real to you)  
I cry (something that makes you very sad)  
I am (the first line of the poem is repeated)

Stanza 3

I understand (something you know is true)  
I say (something you believe in)  
I dream (a dream you actually have)  
I try (something you make an effort to do)  
I hope (something you really hope for)  
I am (the first line of the poem is repeated)

**I Am...(version #2):**

**Student Example:**

**I AM**

I am the wine and the future  
I wonder how many ripples I will have to swim  
I hear the trickle of time in a bitter bottle  
I see the translucent red drain from the wine  
I want the sweet satin liquid to stain my tongue  
I am the wine and the future.

I pretend to entertain the glowing embers  
I feel the dew that sours the grapes  
I touch the vine that grows new life  
I worry the drunkard may speak the truth  
I cry the dewdrop tears on the winery walls  
I am the wine and the future.

I understand the dust on the bottle  
I say it only makes it sweeter with time  
I dream the sponge cork may never be replaced by lips  
I try to glimmer the crack in my glass container  
I hope the sun-faded label never creases for lost identity  
I am the wine and the future.

--Katie Reilly (Grade 10)

##### **Diamonte ...**

**The French word diamont means diamond.  A DIAMONTE is a seven-line poem that gradually changes from one idea to a direct opposite idea.  When it is completed, its total appearance is diamond shaped.**

**There are two patterns you can follow in writing a diamonte.**

|  |  |
| --- | --- |
| Pattern: | Pattern: |
| **Line 1 = Noun** | **Line 1 = Opposite of line 7** |
| **Line 2 = Adjective, Adjective** | **Line 2 = Describe line 1** |
| **Line 3 - Verb, Verb, Verb** | **Line 3 = Action about line 1** |
| **Line 4 = Noun, Noun, Noun, Noun** | **Line 4 = 2 nouns about line 1** **2 nouns about line 7** |
| **Line 5 = Verb, Verb, Verb** | **Line 5 = Action about line 7** |
| **Line 6 = Adjective, Adjective** | **Line 6 = Describe line 7** |
| **Line 7 = Noun** | **Line 7 = Opposite of line 1** |

**Student Example:**

**Love**  
**Bright, Passionate**  
**Charming, Drifting, Growing**  
**Cherish, Infatuation, Antipathy, Uncaring**  
**Animosity, Falling, Dead**  
**Dark, Disgust**  
**Hate**  
---Kimiko Brantley (Grade 10)

# Sense Poems ...

Sense Poems:

**Think of a place that is special to you. Form an image in your mind of this place.  If you need to, cluster this image.  Then complete the following statements:**

**a. I see\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I see the sage-covered desert**

**b. I smell\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I smell the freshness of the morning**

**c. I hear\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I hear the scream of the hawk**

**d. I feel\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I feel the caress of a breeze**

**e. I taste\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I taste the dew on the wind**

**f. I think\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I think the new day is born**  
  
**After you have written out the sentences, remove the** [pronouns](http://www.edunet.com/english/grammar/pronoun.html)**,** [verbs](http://www.edunet.com/english/grammar/verb1.html)**, and** [articles](http://www.edunet.com/english/grammar/sect-2.html#def_indef) **as you need to:**

**sage-covered desert**  
**freshness of morning**  
**scream of the hawk**  
**caress of a breeze**  
**dew of the wind**  
**new day born**

**Bull Durham Credo ...**

**In the movie Bull Durham Kevin Costner's character is asked what he believes in.  His answer provides us with a poetic format.  By following the formula below, tell what you believe in.**

**BULL DURHAM CREDO**

**I believe in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
the\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
the\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
the\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
the\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**But (something you don't believe in, i.e. ("but the novels of Susan Sontag are self-indulgent, over-rated")**

**I believe in\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
I believe in\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
I believe in\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**And I believe in\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(longest)**

**Student example:**

**CREDO**

**I believe in the wisdom of elders,  
the influence of peer pressure,  
the importance of success,  
the evil that exists in money,  
the effectiveness of hard work,  
dedication, courage, strength.**

**But the belief that you don't have to strive  
for your goals is just outrageous.**

**I believe in the truth that will set you free,  
I believe in love that will conquer all,  
I believe in respect for others,  
Courtesy, politeness, gratitude.**

**And I believe in the fact that tomorrow  
isn't promised to you.**---Tierra Jones (Grade 10)

**Write About Yourself ...**

**Someday Poems ...**

**Begin each line with the word Someday... and complete it with a wish you have.  Make the first two or three lines say something about your everyday wishes and slowly move away from yourself to the world in general.  You may end the poem with the word Someday....**

**Student examples:**

**SOMEDAY...  
Someday I will play the guitar  
Someday I will have a job  
Someday I will get married  
Someday I will have kids  
Someday I will be rich  
Someday I will be noticed**---Melissa Manor (Grade 10)

**One Window Is All I Need...**

**Begin your poem with the line One window is all I need...,and continue to write about this imaginary window in a personal way.**

**Student examples:**

**ONE WINDOW IS ALL I NEED**

**One window is all I need  
To see what lies ahead for me  
To lose myself in love  
For a connection to my inner world  
To see myself for who I am  
And be able to make changes.**---Tierra Jones (Grade 10)

**ONE WINDOW IS ALL I NEED...**

**to see the world  
to reveal myself  
to imagine adventures  
to return to myself  
and live.**---Alex Buffington (Grade 10)

**WRITING ABOUT OTHERS ...**

**When you write about others, pick one important thing about them.  Keep the focus positive.**

**Line #1:  The important thing about (name) is (most striking attribute)  
Line #2:  S/he is also \_\_\_\_\_\_\_\_(use as many lines as you need)  
Last line: But the most important thing about (name) is (repeat Line #1)**

**Student example:**

**As you become comfortable writing poetry, you will find you will want to change the format and work on your own.  This is great!   The following student example came from such a growth:**

**THE NEW WORLD**

**Over 300 years ago,  
my grandfather of many greats  
moved from one world to another,  
sailed across the Atlantic  
and settled in Virginia.  
He must have felt as  
Christopher Columbus,  
discovering a new world.  
England to "The New World"  
Not too terribly far apart,  
but different in all ways.  
All his routines changed,  
his work changed,  
his life changed,  
he changed.**---Jon Mayne (Grade 10)